

Making Connections with Your Neglected Student Population

ADE Title I Spring
Conference

March 2011 - ASU

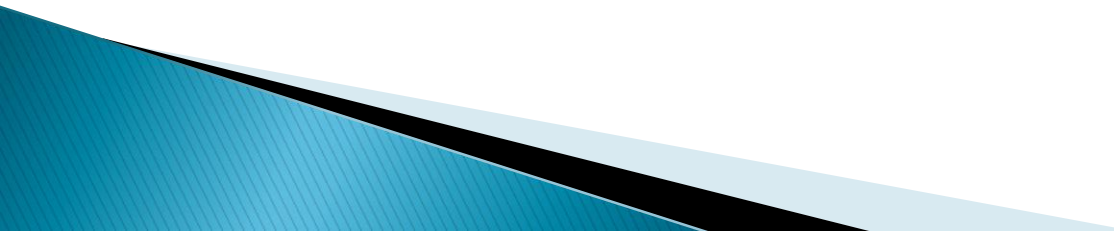


Overview

1. Prevention and Intervention Programs for Children and Youth Who are: Neglected, Delinquent, or At-Risk

- 2. Short Quiz
- 3. Me – 31 years – at-risk students, at-risk schools, at-risk districts, and at-risk programs.

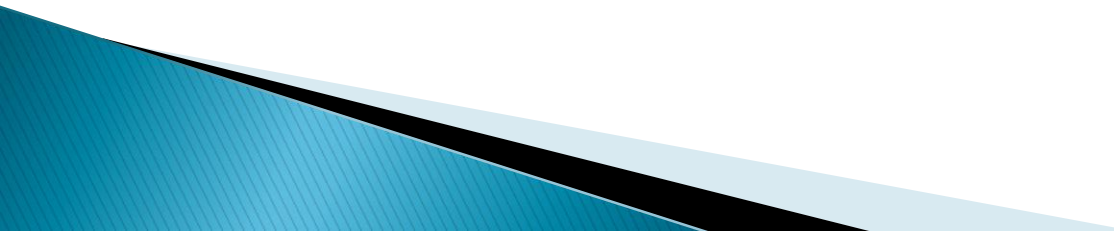
Goals

- ▶ 1. Define your Neglected student population and funds
 - ▶ 2. Analyze current trends in child adoptions
 - ▶ 3. Examine best practices in education
 - ▶ 4. Make connections to your own settings
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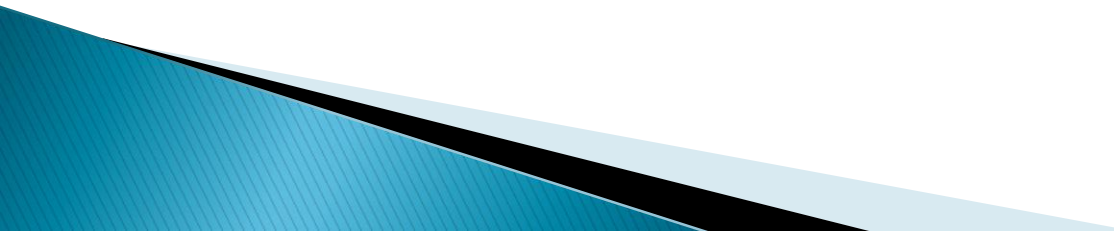
Who?

- ▶ “(4) INSTITUTION FOR NEGLECTED CHILDREN AND YOUTH.

A public or private residential facility, other than a foster home, that is operated for the care of children who have been committed to the institution or voluntarily placed in the institution under applicable State law, due to abandonment, neglect, or death of their parents or guardians;



Why?

- ▶ NCLB section 1113 c. (3):
 - ▶ (3) RESERVATION– A local educational agency shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve —
 - ▶ (A) homeless children ...
 - ▶ (B) children in local institutions for neglected children; and
 - ▶ (C) if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs.
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How?

- ▶ Title I A Neglected Reservation –
 - Annual child count for children in Neglected facility
 - Multiplied by your SES PPA
 - 48 N students X \$1,188 ppa =
\$57,024 FY (Neglected reservation)

LEA is the Fiscal Agent – develops and implements a plan

How – Annual Child Count

► From Neglected Facility

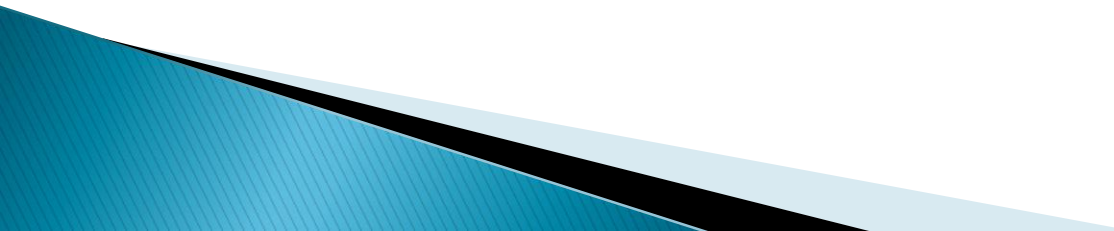
- 30 consecutive days
- At least one day in October
- Counts compiled and submitted to ADE by LEA
- Following FY allocation based on this count

FY 2012 Title I A Neglected Reservation –
LEA is the Fiscal Agent

Institution – N or D?

- ▶ Please note that the category of an institution should not change from year to year unless there has been an official change in the purpose for which the institution is operated.
- ▶ State precisely the legal or administrative basis upon which this institution has been designated as an institution primarily for neglected children or adjudicated delinquent children. The legal or administrative basis could include one of the following: (1) basis for state license, (2) charter, (3) appropriate legal citations, (4) recognition by a welfare agency.

Getting the Correct Counts

- ▶ 1. Phone
 - ▶ 2. Fax – form
 - ▶ 3. Meeting
 - ▶ 4. Visit
 - ▶ 5. Other
- 

Where? Title I Programs

- ▶ Targeted Assistance

- ▶ School wide


- Eligible
- Qualified

Other –

ADE Tracking

- ▶ NCLB Consolidated tables – line 10 – set aside
- ▶ NCLB Completion reports – Set asides –
line 10

Trends in Child Adoption₃

- ▶ 1. Adoptions increase, but thousands still wait.
 - 2. Average time to adopt decreases, but many children still wait to be adopted.
 - ▶ 3. Black children comprise a declining proportion of all adopted children. Less likely to be adopted than White and Hispanic.
 - ▶ 4. Older children less likely to be adopted.
 - ▶ 5. Number of older youths aging out of the system increases over the last decade.
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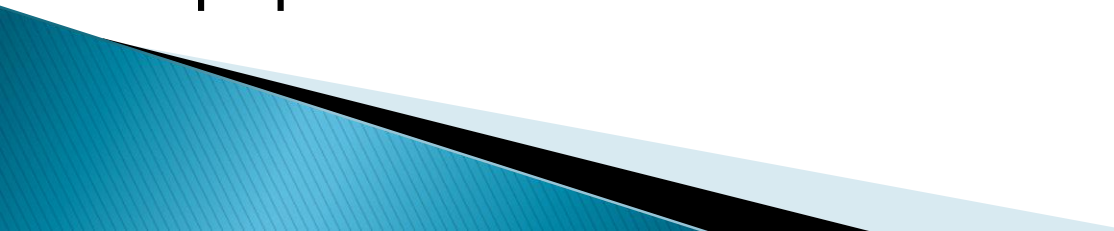
Legislation₃

- ▶ 1. **The Adoption and Safe Families Act (ASFA)** – 1997 in response to growing concerns about length of time children were waiting ...
- ▶ 2. **The Adoption Incentive Program (1996)** – authorized payments to states that increase number of adoptions from foster care

Legislation cont.

- ▶ **3. Promoting Safe and Stable Families Program (PSSF)** – prevent the unnecessary separation of children from their families, improve the quality of care and services to children and their families
- ▶ **4. Fostering Connections to Success and Increasing Act of Adoption (FCA) 2008** – increasing incentives for states and individuals or foster care adoptions and decrease the wait time for children

Results₃

- ▶ Number of adoptions by relatives of the children's parents/relatives increases – (legal permanence)
 - ▶ Encouraging adoptions through Adoption Incentive Program
 - ▶ Encouraging adoptions through Adoption Tax credit
 - ▶ Adoptive parent recruitment from the general population continues to be a necessary priority
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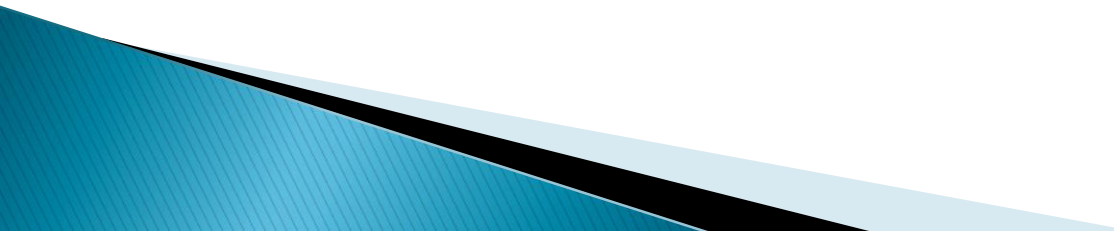
What works for students at the site level...¹

- ▶ Having a positive attachment –
- ▶ Liking school –
- ▶ Perceiving that teachers are supportive and caring –
 - How can this be developed at the school level?


What works cont.¹

- ▶ Having good friends –
- ▶ Being engaged in current and future academic progress –
- ▶ Believing that discipline is fair and effective –
- ▶ Participating in extra curricular activities –
 - How can this be developed at the site level?

Student Needs?

- ▶ 1. Safety
 - ▶ 2. Mental Health Screening
 - ▶ 3. Accurate records transfer and intake
 - ▶ 4. Appropriate Youth Placement/Separation
 - How can this be developed at the site level?
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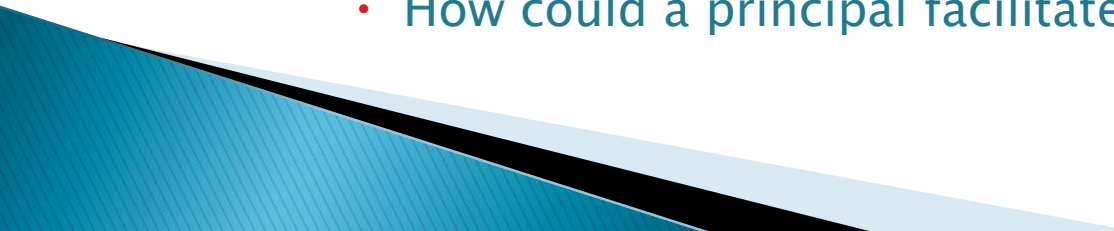
Four Social and Emotional Conditions₂

- ▶ Safety – Learners must be, and feel, safe.
 - ▶ Support – Connected to teachers and the learning setting
 - ▶ Social and Emotional Learning (SEL) – managing their emotions and relationships
 - ▶ Engagement and Challenge – Actively engaged in relevant learning activities
- 

Improving SEL₂

- ▶ **Self Awareness** – Recognizing one's emotions and values
- ▶ **Self Management** – Managing emotions and behaviors
- ▶ **Social Awareness** – Showing understanding and empathy
- ▶ **Relationship Skills** – Forming positive relationships, working in teams, dealing with conflict
- ▶ **Responsible Decision Making** – Ethical, constructive choices
 - How could a classroom teacher develop SEL?

Engaging schools

- ▶ High standards
 - ▶ Fair consistent rules
 - ▶ Trusting relationships
 - ▶ Effective, supportive teachers/administration
 - ▶ Mentoring
 - How could a principal facilitate these?
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Culture and climate

- ▶ Relevant learning experiences
- ▶ Healthy awareness programs
- ▶ Consistent classroom management
- ▶ Community Service projects
- ▶ Smaller, personalized learning environments

How could a district facilitate these?



Review

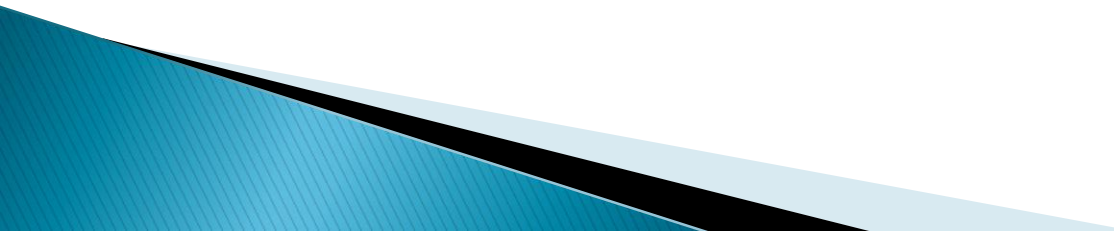
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Case study

- ▶ Marcia – grade 7
 - ▶ School – R/M
- ▶ Interests – R/M/H
 - ▶ Home/Family –
 - ▶ Grades –
 - ▶ Recently –

Sources

- ▶ 1. School Connectedness – Improving Students' Lives, Military Child Initiative
 - ▶ 2. Improving Conditions for Learning for Youth Who Are Neglected or Delinquent, Osher, Sidana, and Kelly, NDTAC
 - ▶ 3. Trends in adoptions from foster care in the wake of child welfare reforms, FosteringConnections.org Feb. 2011
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- ▶ We can not always build the future for our youth ...
- ▶ but we can build our youth for the future.

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Contact Information

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